

## **CHAPTER 1**

### **INTRODUCTION**

This chapter provides a brief description of the whole content of the research. It covers background of the research, research question, purposes of research, scope of the study, significance of the study, and clarification of term.

#### **1.1 Research Background**

English is purely a foreign and new language for Indonesian People. As one of the International Languages, English has an important role almost in all aspects of life. English has become a compulsory foreign language in Indonesia. It is one of the subjects that is taught since in the elementary school level until university level and examined in the national examination to determine student's graduation. English in Kindergarten (TK) and Elementary school (SD) is widely taught as local content or Extracurricular content. However, English in the Junior High School (SMP) and Senior High School (SMA) or Vocational School (SMK) is taught in more international content.

Basically, there are four skills in English language learning: Writing, Listening, Reading, and Speaking. Each skill must be mastered by the learner. Listening is considered as receptive skill, in which people need the ability to receive spoken language. Listening should be learned because it has an important role in facilitating the learner to master the Language.

Murcia (2001) states that listening comprehension lessons is vehicle for teaching grammatical elements structure and allow new vocabulary items to be conceptualized within a body of communication discourse. In addition, Martinova (2012) suggests that listening

comprehension is one of the most important components of oral speech communication which provides the basis for development of other speech aspects and cognitive development. Meanwhile, Elckeles (2003) states that listening skill is crucial in learning, students who listen well will be able to follow direction, and complete activities, students can learn effectively if they cannot listen and follow the directions.

According to Rost (2002:279), Listening is mental process of constructing meaning from spoken input and also become vital in the language classroom because it provides learner's input. Without understanding input at the right level, any learning simply cannot begin. Meanwhile, Steinberg (2007) stated that listening is more complex than merely hearing. It is a process that consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. The stages occur in sequence but we are generally unaware of them.

Wolvin (1997, in Irmawan 2011) stated that listening comprehension is a factor of critical of language learners. He says that among the students who fail, deficient listening skills were a stronger factor than reading skill or academic aptitude. A great deal of time is spent in listening. Listening comprehension for some students may become a very difficult subject to learn. Wilt (1950, in Lilik 2004) supported this statement in the result of his study, he discovered that adults spends 45% of their communication time on listening. In contrast with 30% speaking, 16% reading, and 9% writing. It shows that listening skill might be a difficult subject to master. English, which is not student's mother tongue is difficult for them to understand. A good listener can catch the point or the meaning of a song or a conversation without replaying.

Problems in listening emphasized by Field (2003) are: 1) learners know the word, but get the wrong sense, 2) phonetic variation of a word mislead them, 3) learners know the word

in written form but not the oral version, 4) learners have difficulty to catch the word from a connected speech such as a dialogue. Yiching (2005), however, thinks that some barriers cause problems in listening such as belief barriers, material barriers, information processing barriers, English proficiency barriers, strategic barriers and affective barriers. He also introduces about: forgetting to activate strategies, regarding strategies as extra burdens to information processing, being challenged by the complex nature of the strategy, having problems conducting the proper strategies and even being unable to comprehend the text after applying strategies.

This kind of study of listening problem has been done by some students at University of Muhammadiyah Malang. The previous thesis is Conducted by Indah (2007) about: The Problems Faced by Students in Listening Skill at SMK Widya Kartika Karang Ploso, Malang. This thesis discussed about the Internal and External problems faced by the student in listening skill and also how the teacher cope the problems. The internal problems faced by students in learning listening were: the material is difficult and boring; the students have low ability and motivation. The external problems were: the facilities of the school did not complete, the environment was noisy because the location was near to traditional market and it made the students played hooky (cut class).

Another previous thesis is conducted by Hastuti (2010) in her thesis: Study on the Problems Faced by Students in Learning Listening at SMAN 1 Panggul Trenggalek. This thesis talked about the problem faced by the students in learning listening and the way students to cope it. The problems are: the problems dealing with the message, dealing with the speaker, dealing with the listener and dealing with the physical setting. Beside, the students had other problems, namely: being bored, fast speaker speech, unfamiliar words, troubled/bad quality cassettes, and unfamiliar topic. Meanwhile, to cope with the problems, the

students used metacognitive, cognitive and socioaffective strategies. Besides the ways mentioned above, there were also some students who made their own opportunities outside the class to cope with this problems. They often trained their listening ability at home by watching English movies and listening to English songs. The problem dealing with boredom was not copes. The problem about the fast speaker's speech was copes by training more often at home, asking to the teacher, listening to English songs, watching English movies, and trying to understand new vocabularies. The problem about difficult and unfamiliar words was copes by writing the words as the way they heard. The problem dealing with troubled or bad quality cassettes was copes by interrupting when there was unclear sound, repairing the troubled one then repeating the listening, and making note before writing the answer. And the problem about unfamiliar topic was copes by trying to guess the listening topic. There is differences between the previous thesis above, this thesis not only discussed the problems faced by the students in listening skill, but also how the students and teachers overcome the problems.

Considering the above statement, the writer is willing to conduct a study on *"Analysis of Problems on Listening Skill Faced by the Third Year Students at SMA Muhammadiyah 1 Malang."* The reasons of conducting this study are to know the problems faced by the students and how do the students cope the problem on listening skill at SMA Muhammadiyah 1 Malang.

## **1.2 Research Problem**

Based on the background of the study above the problems are formulated as follows

1. What are the problems faced by the third grade students of SMA Muhammadiyah 1 Malang in listening skill?
2. How do the students cope the problems?

### **1.3 Research Objectives**

The purpose of this study are stated as follows

1. To investigate the problems faced by the third grade students of SMA Muhammadiyah 1 Malang in listening skill.
2. To investigate how the students and solutions to cope this problem.

### **1.4 Research Significance**

The researcher hopes that the result of the study will give contribution to the readers. Practically, the result of this study can be useful for English teacher, students, and school. For teachers, this research can provide useful information about some problems that student faced in listening skill,so they could help the student to overcome. Meanwhile, It can help the students to copetheir problems in listening skill,so they will learn and find the way to cope it. For school,this research can help to know the students problems in listening skill,so the school can help students cope their problems by equipping more facilities like: tape recorder and some English cassette.

### **1.5 Scope and Limitation**

In conducting this research, the researcher focuses on the problems faced by the students on listening skill in the third grade at SMA Muhammadiyah 1 Malang Academic Year 2016/2017.The subject of the study is limited on the problem faced by students in the third grade at SMA Muhammadiyah 1 Malang.

### **1.6 Definition of Key Terms**

In order to avoid misunderstanding of the readers, it is important to define the key terms, as follow:

1. **Listening Skill** is “A receptive skill where people obtain the main idea according to what they hear.” (Harmer, 2001)
2. **Problems** is “A matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome.” (Oxford Dictionaries)
3. **SMAMuhammadiyah 1 Malang** is one of Private Senior High School, located at Brigjen Slamet Riyadi Street 134, Malang.

